

# M-STEP

# MI-Access

# WIDA

## Supports and Accommodations Manual



# Introduction

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This manual presents appropriate supports, identification processes, classroom considerations, and guidelines for allowable accommodations on all state assessments. The guidance in this document pertains to all students as well as English learners (ELs), Students with Disabilities (SWDs), and those students who are considered English learners (ELs) and are also identified as a student with a disability.

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# Legislation

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The Elementary and Secondary Education Act (ESEA) 2001 and subsequent legislation and guidance from the U.S. Department of Education requires that all ELs and SWDs take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, English language arts (ELA), science, and social studies. Not only does this legislation include these testing requirements, but it also aims to ensure equal access to these assessments by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest range of students possible.

## **Title III**

Title III of the Elementary and Secondary Education Act (ESEA) 2001 mandates that all ELs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to the ESEA Act, ELs are required to participate in statewide assessments that measure students’ English language and academic progress. Educators must ensure that students work toward

grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELs, supports and accommodations are provided during instruction and on assessments to guarantee equal access to grade-level content.

### **IDEA Description**

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of SWDs by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional special education services and procedural safeguards.

Special education services are individualized to meet the unique needs of SWDs and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, transition services and other specialized services such as physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), which is specifically tailored to the unique needs of each student.

## **Michigan's Conceptual Model for Assessment Supports**

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Michigan meets these legislative requirements by offering a wide array of supports and accommodations for students across all of its assessments. The conceptual model for understanding Michigan's assessment supports and accommodations is now broken down into three levels:

**Universal Tools** – Available for all students

**Designated Supports** – Available when indicated by an adult or team

**Accommodations** – Available need is documented in an IEP or 504 plan

This model portrays the additive and sequentially inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has indicated the need for these accommodations (as well as those students for whom the need is documented). Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504). Those students also may use designated supports and universal tools.

It's important to note that a universal tool for one content area may be an accommodation for another content area (for example, a calculator). Similarly, a designated support may also be an accommodation, depending on the content target (for example, scribe). This approach is consistent with the emphasis that Michigan's assessment programs have placed on the validity of assessment results coupled with access. Allowable universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines in this document.

# Selecting Appropriate Universal Tools, Designated Supports, and Accommodations

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## Making Decisions on an Individual Student Basis

For all students, the selection of appropriate tools, designated supports, and accommodations must be done for the classroom as well as for the assessment. The tools, designated supports, and accommodations used on the assessments should be ones with which the student is already familiar using or used during regular instruction. A mismatch in these types of supports offered can cause significant difficulties for students at the time of testing and potentially negatively impact students' test scores. For example, if a student is given the opportunity to take a Mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the assessment. It would also be inappropriate for districts to make blanket decisions about assessment supports for particular student groups. Again, because we know all students have different needs, this could have a similar negative impact on test scores.

## Make Team Based Decisions

### Considerations for English Learners (ELs)

For ELs, although there is no mandatory planning document for these students' needs, the *act* of planning needed supports for the assessment is certainly a requirement. Districts may want to consider using planning documents such as this [ELL Growth Plan \(http://mitoolkit.org/images/pdf/ell\\_growth\\_plan.pdf\)](http://mitoolkit.org/images/pdf/ell_growth_plan.pdf). Michigan strongly recommends including the following individuals in decision making around supports needed for EL students:

- General education teachers (Mathematics, Science, etc.)
- Language educators (ESL/bilingual teachers, etc.)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with English as a Second Language staff to meet the linguistic needs of this student group.

To ensure that ELs are receiving appropriate accommodations for the classroom and the assessment, school personnel should consider the following when making decisions:

- Student characteristics such as:
  - Oral English language proficiency level
  - English language proficiency literacy level
  - Formal education experiences

- Native language literacy skills
  - Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

### **Considerations for Students with Disabilities (SWDs)**

For SWDs, it is important for IEP teams to identify what tools, supports, and accommodations are necessary to address a specific student need, and document those supports and accommodations on the student's IEP. When selecting tools, supports, and accommodations for students, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires in order to access their instructional program. Not using a required support or accommodation could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new tool, support or accommodation (one not used otherwise during the student's educational experience), could disadvantage a student by adding a learning curve at the time of trying to assess skills.

For students with disabilities, decisions regarding the tools, supports, and accommodations needed for instruction and assessment are determined by the IEP team. Note that many accommodations must be outlined as a need on the student's IEP in order to access and use them at the time of the state assessment. It is also important to note that while some tools and supports are not required to be listed on an IEP in order for the student to access them, if they are required to meet a student need based on disability, it would be important to document this on the IEP.

### **Considerations for 504**

Similar to students with disabilities who have an IEP, some students require supports and accommodations to appropriately access their educational experience (based on a disabling condition that affects a major life function), including assessment, but do not otherwise qualify for or require special education services. Such students should have these supports determined by a team and documented in the student's Section 504 plan, which should be revisited and updated at least annually.

# Preparing for the Assessments

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Once you've selected the appropriate supports and accommodations for students, you may have additional steps to complete.

## Mode Options for Individual Students

### **If your school is testing online:**

Some supports and accommodations require turning on specific tools within the online delivery system so that the supports and accommodations are available for individual students. It may also require downloading materials from a secure website or ordering additional materials. Some supports and accommodations for students require that they take a paper-pencil version of the assessment (e.g. braille or enlarged print). A request for a paper-pencil version of the assessment can be made through the Secure Site.

### **If your school is taking the paper-pencil version:**

If you're a paper/pencil school, you may need to order specific materials for students such as a Braille form or an enlarged print form. Please refer to the appropriate content and assessment table within this document to determine how to access those materials.

Some supports and accommodations require that a student take the computer-based version of the test (e.g. video sign language). Identifying individual students to take the online version of the assessment can be done through the Secure Site. For more information on accommodated materials, please call 877-560-8378 and select the appropriate menu option or send an e-mail to [baa@michigan.gov](mailto:baa@michigan.gov).

## Selected Universal Tools, Designated Supports, and Accommodations

It is strongly recommended that districts create a list of students and their needed supports to ensure proper administration of the assessments is provided (e.g. ordering, turning on supports, etc.). To aid districts in their organizational efforts OSA has created a Tracking Sheet available at [www.michigan.gov/baa](http://www.michigan.gov/baa).

## Evaluating the Use of Universal Tools, Designated Supports, and Accommodations

Schools should plan to evaluate the use of universal tools, designated supports, and accommodations used on assessments after the completion of the test. This can be done in a variety of ways. A few ideas are listed below:

- Observation notes from a test administrator about a student's use of these supports and accommodations to inform future use
- Conduct a student interview after the assessment (Appendix A)

## Support Descriptions

Below you will find in-depth descriptions of all supports and accommodations provided to students. However, educators **must** refer to the Supports and Accommodations Table available at [www.michigan.gov/mstep](http://www.michigan.gov/mstep) to make appropriate decisions about what supports and accommodations can be offered to students for each assessment.

## Non-Standard Supports and Accommodations

The Supports and Accommodations Table and this Manual only include a listing of allowable and standard supports and accommodations for students. Supports and accommodations that are not listed are likely to be considered non-standard and should be marked as such in eDIRECT or bubbled on the Answer Documents. If a particular support or accommodations is needed but not identified in these documents, please contact the Office of Standards and Assessment by sending an e-mail to [baa@michigan.gov](mailto:baa@michigan.gov) for directions on its potential use.

# Universal Tools

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## **Breaks**

The number of items per session can be flexibly defined based on the student's need within the same day per test session. For online testers, if a student takes a less than 20 minute break, the student does not need his/her original login ticket to restart online test session. If the student's break is greater than 20 minutes, the student must use original login ticket to resume his/her test session. Please refer the assessment's Test Administrator Manual for more information about system time-out rules. However, there is no limit on the number of breaks that a student might be given in a single day. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

## **Administration of the assessment in an alternate education setting (in school) with appropriate supervision**

- **Bilingual/English as a Second language setting**
- **Special education setting**
- **In a distraction free space or alternate location such as a separate room or location within the room**

Many students may attend classes in specially designated classrooms within the school. Because of familiarity or other logistical scheduling considerations by schools, these rooms may also then be used for testing students.

## **Administration of the assessment individually or in a small group (no more than 5 students)**

Some students may benefit from testing in a small group or may be using additional supports that would cause a distraction for other students. For example, students utilizing the read-aloud option for the M-STEP paper-pencil assessments or MI-Access FI assessments can have appropriate portions of the test read aloud in a small group of no more than 5 students or one-on-one assessment situations.

## **Assessment directions**

- **Teacher may emphasize key words in directions**
- **Teacher may repeat directions exactly as worded in administrator manual**
- **Student may restate directions in his/her own words**
- **Student may ask for clarification of directions**

To ensure that students are not disadvantaged on the actual test questions, students may have directions repeated, restated, and students may ask for clarification if needed.



## **Highlighter**

Depending on mode (online or paper-pencil) this may be a digital tool for marking desired text, item questions, or item answers with a yellow color. Students may use a non-embedded highlighter for notes or when taking the paper-pencil assessment. Highlighters should only be used with the paper-pencil test booklets and never on the answer documents. This tool may help students retain focus on a particular segment of text or mark text in order to return to the specific text later.

## **Cross-Off (Answer Eliminator)**

This digital tool allows students to cross out answer options in the online assessment. This can help students more easily narrow options for answering a test question. Students taking the paper-pencil tests have the option to mark on their test booklets, simulating the online tool's functionality. However, stray marks on a student's Answer Document can pick up an unintended response.

## **Sticky Notes**

This tool can be used for making digital notes about a test question for students taking the online assessment.

## **Scratch Paper**

Students have access to using scratch paper during the assessment whether they are paper-pencil or online testers. This scratch paper must be collected by the Test Administrator and securely destroyed after each testing session.

## **Graph Paper**

Students in grades 6 and above taking the online M-STEP Math assessments will be provided (shipped to online testing schools) with graph paper accessible for their use as they are taking that test. This graph paper aids students in their calculations for determining things like coordinates on an axis. Graph paper is considered scratch paper and must be collected by the Test Administrator and securely destroyed after each testing session.

## **Mark for Review (Flag)**

Students may want to return to an item at a later point during the testing session. This support allows students to mark an item in the online test or mark a test item with their pencil on the paper-pencil form. For paper-pencil testers, students should be very careful not to mark on their answer document bubbles. This may interfere with the scanning process, potentially indicating an unintended response. It is recommended that students mark notations such as these in the Test Booklets.

### **Use of page flags, and reading guides on test booklets**

Students may want to return to an item at a later point during the testing session or may want to use a manipulative as a reading guide to aid in reading text.

### **Line guide**

This is an embedded digital tool students taking the online assessment may use to help them read text line-by-line. Students may use it at their discretion by sliding it vertically across the text within a test item.

### **English Dictionary (ELA Performance Task Part 2 ONLY)**

Students who are taking the online M-STEP ELA assessment will have the option to utilize an embedded English dictionary for some of the Performance Task items only. It will be available for students only on items for which it may be used. For paper-pencil M-STEP ELA testers, a paper-based English dictionary may be used ONLY on Part 2 of the Performance Tasks.

### **English Thesaurus (ELA Performance Task Part 2 ONLY)**

Students who are taking the online M-STEP ELA assessment will have the option to utilize an embedded English thesaurus for some of the Performance Task items only. It will be available for students only on items for which it may be used. For paper-pencil M-STEP ELA testers, a paper-based English thesaurus may be used ONLY on Part 2 of the Performance Tasks.

### **Writing tools (bold, italic, etc.)**

These selected writing tools are available on some constructed response items in the online M-STEP ELA assessments. Students taking a paper-pencil test have full control with their own writing utensils to enhance their writing responses themselves in similar ways.

### **Use of special adaptive writing tools such as pencil grip or larger pencil**

Students may need adaptive writing tools due to a physical disability or injury for note taking or taking the paper-pencil form of the assessments.

### **Magnifier**

Students may use this embedded tool to enlarge all assessment content on the computer screen (1x or 2x the size). This tool is controlled by the student, with students needing to re-select it on each test question for which they would like to use it. This support may meet the needs of students with visual impairments and other print disabilities. Students must be comfortable navigating the screen once the magnification option is selected. The frequent use of this tool may result in the student needing additional overall time to complete the assessment. Another way to magnify the image is for students to use a larger computer screen. The test engine will adjust the image to the screen being used. If a student uses a larger screen in the classroom due to a visual or cognitive disability, and the team determines that the student should be assessed

using this equipment, the image will adjust to the size of that screen when the test engine is loaded.

For paper-pencil testers, students have the option to have an Enlarged Print form of the assessment ordered for them. Please see Enlarged Print under the Accommodations section.

### **English Glossary – Glossary with context-appropriate definitions**

This support is intended primarily for students who have a limited background in American culture but are proficient in their English speaking skills. Grade and context-appropriate definitions of specific construct-irrelevant terms are shown in English on a paper-based companion document students use during testing. The words and definitions are listed in order of the test items. This support cannot be used with the online tests.

## **Designated Supports**

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**Administration of the assessment in an alternate education setting (out of school) with appropriate supervision e.g.,**

- **Home when student is homebound**
- **Care facility when it is medically necessary**

For a very small number of students who are currently spending the majority of their instructional time outside of the regular school environment they may be tested with a paper-pencil form of the assessment, with appropriate supervision, by a trained administrator.

**Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)**

For a very small number of students who are currently spending the majority of their instructional time outside of the regular school environment they may be tested with a paper-pencil form of the assessment, with appropriate supervision, by a trained administrator.

**Noise Buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)**

Noise buffers are appropriate for a small number of students who need to wear equipment to reduce environmental noise. Students may have this support if they regularly use this in the classroom. Students will need headphones for this support unless tested individually in a separate setting.

**Qualified translator may provide oral translations of test directions for students in language appropriate for student.**

This support is intended for use with students who need directions read in another language. This options is available for all M-STEP and MI-Access assessments for both online and paper-pencil testers. Please refer to the [Recommended Qualifications for Translators](#) document on the M-STEP website for more information. For ELA, translators may only provide directions that are not specific to test items (general orientation directions to begin testing, etc.). Reading ELA items, answer options, or passages is not allowable.

**Qualified translator may provide oral translations of test items for students in language appropriate for student.**

This support is intended for use with students who are fluent in a language other than English. Students with Spanish fluency should take the Spanish form of the assessment **but may have the Spanish form read-aloud to them**. Usage of the Spanish form ensures greater uniformity in the test translation and therefore ensures greater reliability for the assessment results of students using this support. A Spanish read-aloud support in small groups of no more than 5 students may be provided for the paper-pencil assessment only. Students utilizing the online stacked Spanish translation may also use the Spanish read-aloud but must have the assessment individually administered. Schools wanting to provide oral translations in one language to multiple students may do so using the paper-pencil assessment in small groups of no more than 5 students or may provide the support as an individual test administration for online test takers.

This support is intended for students who may be in bilingual programs or whose native language fluency is greater than that of their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

Please refer to the [Recommended Qualifications for Translators](#) document on the M-STEP website for more information. The use of this support may result in the student needing additional overall time to complete the assessment. District and building coordinators should ensure translators have also reviewed the [M-STEP Math Read-Aloud Guidelines](#).

Test administrators must use the Reader Script for the M-STEP Science and Social Studies, assessments in order to provide an oral translation. Please see the Reader Script section in this document for more information on ordering and use of Reader Scripts. Translators for students taking MI-Access should use the Do Not Read Aloud table in the inside front cover of the test booklet to aid in translating correct portions of the assessment.

### **Text-to-Speech (TTS)**

Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as stop or start the audio at will. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support may also be needed by a variety of other students which might include students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-speech is available for all M-STEP assessment items and answer options. Students taking the M-STEP ELA assessment in grades 3 – 5 will also have the Performance Task source materials read aloud to them.

TTS is a universal support for all MI-Access FI assessments.

### **Read aloud (human reader)**

Text is read aloud to the student by a trained and qualified person (human reader) who follows the security and administration guidelines provided in the M-STEP Read-Aloud Guidelines. Students who are struggling readers for a variety of reasons (visual disabilities, cognitive disabilities, etc.) may need assistance accessing the assessment by having all or portions of the assessment read aloud. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. **For online test takers, this support is intended to be provided to students on an individual basis and not as a group for online test takers. For paper-pencil schools who have students needing this support AND would like to group administer, the support may be provided to students in groups of no more than 5 students.** Please follow the directions outlined in the *Student Supports and Accommodations Table*. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. For M-STEP Math and ELA, read aloud as a Designated Support means that the questions, answer options, and Performance Task source material may be read aloud to students. Reading aloud the Reading passages for the M-STEP ELA assessment is allowable as an Accommodation **only** in grades 6-8 and 11. Please see Read Aloud in the Accommodations section of this document for more information. Educators should refer to the [M-STEP Math and ELA Read-Aloud Guidelines](#).

### **Reader Script (human reader)**

The purpose of this support is reflected in the description for Read-aloud. Some Michigan assessments utilize a paper based material called a Reader Script to better ensure the accuracy and reliability of what is read to students. Paper-pencil test takers may use this support in an individual setting or as a part of a small group of no more than 5 students. Students will use a Form 1 test booklet while the test administrator reads aloud from the reader script. Please note that the school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a Reader Script. However, please be sure to provide the correct student count when ordering materials.

### **English Audio CD**

The purpose of this support for paper-pencil testers is reflected in the description for Read-aloud. Some Michigan assessments offer an English Audio CD to better ensure the accuracy and reliability of what is read to students. This support may be used in an individual setting or as a part of a small group of no more than 5 students. Students may need headphones if the support is administered in an individual setting and should have personal control over the equipment. Students may be assisted in playing the CD but may not be given help with answer any test item.

Students using this support must also have a printed copy of the Form 1 test booklet to use during testing even though the school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a CD. However, please be sure to provide the correct student count when ordering materials.

### **Spanish or Arabic DVD**

This support is available to paper-pencil testers for some state assessments and is intended for use with students who are fluent in Spanish or Arabic. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than that of their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results. The use of this support may result in the student needing additional overall time to complete the assessment. This support may be used in an individual setting or as a part of a small group of no more than 5 students.

DVDs are produced to be used with a television and DVD player. This equipment will produce the highest quality results. Video DVD's correspond to a Form 1 test booklet even though a school may be taking another form of the test and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for a DVD. However, please be sure to provide the correct student count when ordering materials. Each test question is marked on the DVD. This assists in returning to the appropriate place if needed.

### **English DVD**

This support is available to paper-pencil testers for M-STEP Science and Social Studies state assessments and is intended for use with students who may be struggling readers and may need support in tracking the content of the information presented to them. This support may be used in an individual setting or as a part of a small group of no more than 5 students.

DVDs are produced to be used with a television and DVD player. This equipment will produce the highest quality results. Video DVD's correspond to a Form 1 test booklet even though a school may be taking another form of the test and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for an English DVD.

However, please be sure to provide the correct student count when ordering materials. Each test question is marked on the DVD. This assists in returning to the appropriate place if needed.

### **SPECIAL DVD and CD Information**

Each test question is marked on the M-STEP Science and Social Studies DVD and CD. This assists students in returning to the appropriate place, if needed, during the test administration. Each CD and DVD is formatted so that the track number corresponds to the test question for each test part. Please know that if students who want to return to a previous question may hear directions again, particularly if the item is immediately after the initial directions for the assessment or part. Test administrators must read aloud the directions exactly as written so that the students may ask questions before beginning the test. Students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.

Tracks/chapters for Part 2 of the DVDs may begin with Track of Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using a menu function offered in the software.

### **Use of translated Spanish form – Paper-Pencil: Spanish and English text; Online: Stacked translation, split screen with Spanish and English test items**

This language support for M-STEP Math assessment is intended for students whose primary language is not English and who use dual language supports in the classroom. **Students using the translated form of the assessment must still respond in English for constructed response items.** Not only should this type of support be used on a regular basis in the classroom, but ideally students using this support should be proficient and have high Spanish literacy skills. Students may use this in conjunction with an oral translation, effectively providing a read-aloud support to students who need it. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. As a reminder, students must participate in the M-STEP Math assessments regardless of the language they speak, country they come from, or length of time in the U.S.

### **Use of L1 (1<sup>st</sup> language) glossing reference sheets. Available in: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese**

Translated glossaries are a language support. This support is intended for students who have some proficiency in one of these languages and the use of this support will aid them in showing their knowledge on the M-STEP Math assessments. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Students taking the paper-pencil form of the assessment have access to this support by utilizing the printable Glossing Reference Sheets.

This use of this support may result in the student needing additional overall time to complete the assessment. Please refer to the M-STEP Test Administrator Manual for more information on accessing this material.

### **Use of word-to-word bilingual dictionaries**

This support is intended for students who use this on a regular basis in the classroom to aid in their understanding of content in their core subject areas. Students may use this designated support if they are taking the paper-pencil or online tests for the M-STEP Mathematics, Science, or Social Studies assessments. This use of this support may result in the student needing additional overall time to complete the assessment. Please also refer to the M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance document for additional information. Because of security issues, students can only use a paper-based form of these dictionaries.

### **Use of auditory amplification devices or special sound systems**

Students utilizing this support may need this to allow them to properly hear the directions or questions.

### **Use of visual aids (e.g. close circuit television, magnification devices)**

Some students may need additional supports for visual enhancements due to specific vision disorders which allows students to then properly see the assessment directions and questions.

### **Masking**

Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support may also be needed by students with a variety of disabilities (including learning disabilities) or visual impairments. In the online testing system, students must have this feature enabled for them. Please refer to the Test Administrator Manual for more information.

### **Use of a page turner**

Page turners may be used by some students with limited hand function, reach, dexterity, fine motor, or other upper extremity disabilities to aid in turning pages of books.

### **Use of a non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)**

Special surfaces may be used for administration of the assessment but great care must be taken to not affect the paper of the answer documents themselves to ensure proper scanning.



### **Color chooser (Color Choice)**

The color chooser gives multiple background color options for the online test screen. Students with attention difficulties may need this support for viewing test content in the online testing system. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student in eDIRECT should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them. Please refer to the Test Administrator Manual for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist a student at the beginning of testing session in selecting the appropriate color.

### **Contrasting text**

The contrasting text option gives multiple background colors with contrasting text color options for the online test screen. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student in eDIRECT should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them. Please refer to the Test Administrator Manual for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist a student at the beginning of testing session in selecting the appropriate color.

### **Scribe – non-writing (non-constructed response) items**

Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified as a test administrator, and **must** follow the OSA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm). A scribe is an adult who writes down verbatim what a student dictates via speech, American Sign Language, or an assistive communication device. The use of this support may result in the student needing additional overall time to complete the assessment.

### **Multi-day Testing**

For some state assessments, students may have the option to test across multiple days. Students participating in the online tests, must be able to complete one part in one day. Otherwise, a paper-pencil test will be required. Please refer to the *Student Supports and Accommodations Table*, testing calendars, and Test Administration Manuals for more information.

# Accommodations

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## Braille

Students with visual impairments may read text via braille.

Students must use a unique test form, Form 88. Students who use a braille form must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. When a braille test is ordered for a student the district will be shipped a Braille Kit that will include the Assessment Administrator Booklet for Braille (AABB). The Print to Braille Correspondence is available online at [www.michigan.gov/mstep](http://www.michigan.gov/mstep). If students use the braille version or a brailewriter, it is important to grid the braille circle and Form 88 on the 3<sup>rd</sup> – 8<sup>th</sup> grade answer document(s). The braille answer document is returned in the orange Special Handling Envelope. Make sure a barcode label is placed on the answer document.

## Text-To-Speech for M-STEP ELA

This will provide students an opportunity to hear test questions, answer options, Performance Task source material, and Reading passages in grades 6-8 and 11 if selected for students. This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the percentage of students who may utilize this support. This is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

## Read aloud for M-STEP ELA Reading Passages

Students in grades 6-8 and 11 may have Reading passages within the M-STEP ELA assessment read aloud to them. They could use this in conjunction with having test questions, answer options, and the Performance Task source materials (listed as a Designated Support) also read aloud to them at these grade levels. Reading aloud Reading passages is appropriate only for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the percentage of students who may utilize this support. This is available as an accommodation for students whose need is documented in an IEP or 504 plan. **This support is intended to be provided to students on an individual basis and not as a group for online test takers. For paper-pencil schools who have students needing this support AND would like to group administer, the support may be provided to students in groups of no more than 5 students.** Refer to the M-STEP Math and ELA Read-aloud Guidelines. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.

## **Enlarged Print**

Students may use an enlarged version of the paper-pencil assessment. This support may meet the needs of students with visual impairments and other print disabilities. The use of this support may result in the student needing additional overall time to complete the assessment. Please refer to the Test Administrator Manual for information related to transcribing and returning these materials.

Form 1 is used as the basis for the enlarged print version of the assessment. Students who use this form of the assessment must have their answers transferred onto a regular answer document. If a student uses an enlarged print version as an accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response from the enlarged print test booklet onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc. must be transcribed exactly as it was in the student's original response.

Once student responses have been transcribed to a regular answer document, the original document can be returned in a non-scorable box. Please see the M-STEP Test Administration Manual for additional details.

## **Use of OSA's Multiplication Table (Grade 4 and above only)**

This table is allowable for online or paper-pencil M-STEP Mathematics test takers in grades 4 – 8, and 11. For some assessments, this paper-based single digit (1-9) multiplication table will be available for students who have a documented need in their IEP or 504 Plan such as a persistent calculation disability (i.e., dyscalculia).

## **Abacus**

Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.

## **Non-embedded Calculator (Grade 6 and above only)**

Calculators ARE NOT allowed as a Designated Support or Accommodation for students taking the M-STEP Mathematics tests in grades 3 – 5. Students taking the online test with visual or other impairments unable to use the embedded calculator for calculator-allowed items in grades 6 and above will be able to use the calculator they typically use, such as a braille calculator or talking calculator. **Test administrators must ensure that the calculator is available for students to use only for designated calculator items. For students needing this support who are taking the assessment on the computer, this will require a one-on-one administration or small group setting to ensure that proper calculator usage is followed.**

**Directions provided using American Sign Language (ASL) or Signed Exact English (SEE)**

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing directions in the assessment. Additionally, for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

**Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)**

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing text-based content in the assessment or when accessing content testing Listening. Additionally, for many of these students viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For students taking the M-STEP Math or ELA tests for which this support might be needed, one option is to enable the embedded sign language videos (VSL – Video Sign Language) for all Math items or for ELA Listening items. Students could also use a human signer for Math items. A human signer could also use the Listening Script for ELA listening items only for paper-pencil testers.

**Scribe – Writing test questions (constructed responses)**

Students dictate their responses to a human scribe who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the OSA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. A human records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.

**Use of adapted paper, additional paper, lined or grid paper for recording answers**

Students with visual or perceptual disabilities may require the use of adaptive paper for recording answers or expressing ideas in writing that may include specially lined paper or tactile paper with raised lines or line cues. When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

Each additional piece of paper must be identified with the following information:

1. Student barcode label from the MDE Secure Site
2. Subject area and item number
3. Current Test Year (For example, Spring 2015)

OR

1. Student name, UIC, and birth date
2. School code and district code
3. Current Test Year, grade, subject area, and item number

The additional paper must be inserted into the student's answer document that has all required student identification information completed. Do not staple or otherwise attach additional paper to the answer document. Additional paper that is returned without a completed answer document cannot be scored. All answer documents containing additional paper must be shipped in the orange Special Handling Envelope.

**Use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice)**

Online testing schools with students needing these supports must contact the Office of Standards and Assessment (OSA) at [baa@michigan.gov](mailto:baa@michigan.gov) or 877-560-8378 and select the appropriate menu option.

**Use of word processor for constructed response items**

Students who typically use a word processor in conjunction with other tools such as JAWS for their written communication needs may do so for the paper-pencil assessments. Use of this requires that word prediction, autocorrect and other grammatical software are not activated.

Each word-processed page must be printed and identified with the following student information:

4. Student barcode label from the MDE Secure Site
5. Subject area and item number
6. Current Test Year (For example, Spring 2015)

OR

4. Student name, UIC, and birth date
5. School code and district code
6. Current Test Year, grade, subject area, and item number

Word-processed page(s) must be inserted into the student's answer document that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer document. Pages returned without a completed student answer document cannot be scored. All answer documents containing word-processed pages must be shipped in the orange Special Handling Envelope.

## **Accessibility Guide for M-STEP Mathematics and ELA**

### **Classroom Activities**

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The purpose of the Classroom Activities is to introduce students to the context of a Performance Task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom activities do not address content information: instead, they focus on vocabulary and key contextual topics. Also, the Classroom Activity is designed to be an introduction and not an assessment. Therefore, students with disabilities are allowed to have accommodations and English language learners should have access to language supports that they regularly use during classroom instruction. The information noted in Table 1 below provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

For all students, when they engage in the actual performance assessment, only the tools, designated supports, and accommodations described in the *Student Supports and Accommodations Table* will be available.

#### **Overall Strategies for the Classroom Activity:**

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Teachers can read and re-read aloud any text included in the Classroom Activity. However, educators are cautioned when re-reading text included in the Classroom Activity to ensure that no significant deviations are made from the content provided.
- Teachers may employ assistive technologies that are typically available during instruction. The additional supports and strategies described below may be made available to any student based on the student's individual needs, and are not limited to particular impairments or to students who are on IEPs or 504 plans.
- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).

- Teachers may employ more than one suggested strategy listed below to meet student needs. These strategies are not mutually exclusive.

**Table 1: Guidance for Needs Specific Accessibility Options**

Student Need	Guidance for Accessibility (Student IEP and 504 plans supercede these guidelines)
Visual Impairments	<ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by a student may be read aloud to the student.</li> <li>• Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In additional, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.</li> <li>• Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content.</li> <li>• Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.</li> </ul>
Reading Impairments	<ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>• Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>
Physical Impairments	<ul style="list-style-type: none"> <li>• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.</li> <li>• Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally.</li> <li>• Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>
Hearing Impairments	<ul style="list-style-type: none"> <li>• Activities Requiring Listening: Listening activities may be presented in sign language. For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks.</li> <li>• Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.</li> </ul>

Expressive Language Impairments	<ul style="list-style-type: none"> <li>Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.</li> </ul>
English Learners	<ul style="list-style-type: none"> <li>Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>Writing Activities: All activities that require the student to write may allow for an oral response.</li> <li>Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.</li> <li>Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency.</li> <li>Activities Requiring Oral Responses: Oral responses may be provided in writing.</li> <li>Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.</li> </ul>
Separate Setting	<ul style="list-style-type: none"> <li>Group activities may be tailored to occur between a single student and their educator where the educator and student share discussion and work.</li> <li>Activities between student(s) and an educator may be conducted online or via a telephone connection.</li> <li>All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.</li> </ul>



## Appendix A

### Post-Testing Accommodations Student Interview Questions

Use this form after an assessment to interview a student about the support(s) provided and whether it was useful and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Support(s) Used: \_\_\_\_\_

Questions	Assessment Taken			
Was the accommodation useful?	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:
What was difficult for you while using this support?	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:
Should you use this/these support(s) again?	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:

